Al Wakra Independent Secondary School for Boys

Science Department Review (insert date)

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| **Curriculum Planning** | | |
| **Curriculum Planning** | **🗸 or ×** | **Evidence** |
| There is an up to date scheme of work covering each programme and/or level. |  |  |
| The department sets curriculum goals for the year. All staff knows how they will be achieved. |  |  |
| The scheme reflects learning objectives that are appropriate for each level. |  |  |
| There is an overview from Grades 10 – 12 showing possible pathways for students. |  |  |
| The semester overview for each level outlines units of work and expected learning outcomes. |  |  |
| Learning activities relate to learning outcomes of units. |  |  |
| The teaching programmes provide learning opportunities for students of all abilities. |  |  |
| Specific barriers to learning are addressed. |  |  |
| Units of work are evaluated regularly by students and staff. |  |  |
| Semester overviews and units of work are reviewed annually. |  |  |
| **Notes:** | | |

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| **Assessment and Placement Procedures** | | |
| **Assessment and Placement Procedures** | **🗸 or ×** | **Evidence** |
| Initial assessment covers each of the three disciplines of biology, chemistry and physics. |  |  |
| There is a range of class placement options to meet the needs of students with varying proficiencies of English. |  |  |
| A range of diagnostic assessments is used to establish levels and describe progress for individual students in:   * Biology * Chemistry * Physics |  |  |
| Ongoing assessment is used to confirm or redirect initial placement of students. |  |  |
| An appropriate range of formative assessment is used with clear learning goals and outcomes. |  |  |
| There are summative assessment times during the year and at the conclusion of units. |  |  |
| Teachers maintain accurate assessment records for each student. |  |  |
| Assessment information is used to identify and address learning gaps. |  |  |
| There is a system to respond to students who are not meeting the requirements of the course. |  |  |
| Staff have an idea how their students are making progress in other classes. |  |  |
| **Notes:** | | |

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| **Assessment that Informs Teaching and Learning** | | |
|  | **🗸 or ×** | **Evidence** |
| Identified student needs inform planning. |  |  |
| Teachers are able to adjust their teaching according to formative assessments and observations. |  |  |
| Students are aware of the learning outcomes for each unit and the learning goals/objectives of each lesson. |  |  |
| Templates, exemplars and models are used to ensure students know the standard of work required. |  |  |
| Tasks set are open ended or set at levels to enable students to work at different levels and paces. |  |  |
| Practical course books reflect foundation and advanced course content in each subject and at each level. |  |  |
| Students are encouraged to monitor their own progress through the use of learning logs, journals, checklists, and peer review. |  |  |
| Assessment practice impacts positively on student motivation. |  |  |
| Students are actively encouraged to share work and assessments with parents and caregivers. |  |  |
| **Notes:** | | |

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| **Reporting** | | |
|  | **🗸 or ×** | **Evidence** |
| All reports describe student learning. |  |  |
| Comments on reports contain suggestions for further student development. |  |  |
| The report format is accessible to all parents. |  |  |
| Strategies are in place to encourage parents to attend interviews to discuss reports. |  |  |
| The Subject Coordinator regularly reports to the principal on overall achievements. |  |  |
| **Notes:** | | |

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| **Staffing and Timetable** | | |
|  | **🗸 or ×** | **Evidence** |
| There is a departmental handbook which outlines general procedures, i.e. the Science department’s ‘way of doing things’. The handbook is an induction tool for new staff. |  |  |
| All staff have a job description. |  |  |
| Classes are staffed with trained teachers with appropriate qualifications. |  |  |
| All staff set annual goals that are linked with the departments appraisal process. |  |  |
| The appraisal system for teachers follows the school’s performance management procedures. |  |  |
| Identified needs or goals drive targeted professional development. |  |  |
| The timetable allows for adequate time to fulfil the delivery of the curriculum. |  |  |
| **Notes:** | | |

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| **Leadership** | | |
|  | **🗸 or ×** | **Evidence** |
| Department meetings are held regularly. |  |  |
| All teachers are kept up to date with curriculum and pedagogical changes. |  |  |
| Meetings have an agenda and minutes are kept. |  |  |
| Opportunities for leadership are provided for all staff members. |  |  |
| The Subject Coordinator reviews teaching programmes and records are kept. |  |  |
| **Notes:** | | |

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| **Student Management** | | |
|  | **🗸 or ×** | **Evidence** |
| Students are provided with information about behaviour, class expectations and their effects on learning. |  |  |
| Course information and assessment information is well written, accurate, and informative to students. |  |  |
| Homework is regularly set and reviews learning that is taking place in the classroom. |  |  |
| Students are given regular opportunities to evaluate units/teaching programmes. |  |  |
| Examination support is given to students that include revision ‘best practice’. |  |  |
| Examination papers are checked for linguistic content. |  |  |
| Students are often grouped in ‘cooperative’ situations. |  |  |
| There are effective links between the Science Department and guidance staff. |  |  |
| Science staff liaises with career advisors in planning appropriate subject pathways for students. |  |  |
| **Notes:** | | |

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| **Resource Management and Safety** | | |
|  | **🗸 or ×** | **Evidence** |
| There is an up to date inventory of equipment and resources. |  |  |
| Effective management systems are followed to minimise loss/damage to resources. |  |  |
| Safety information is displayed prominently in laboratories. |  |  |
| First aid materials are accessible in case of emergency. |  |  |
| Staff know how to locate guidelines regarding general safety procedures to be followed during practical activities. |  |  |
| Staff know how to locate guidelines regarding risk management strategies when taking students on field trips. |  |  |
| Staff are consulted about resource priorities and ordering. |  |  |
| Resources are well stored and accessible to staff. |  |  |
| Students and staff have regular access to computers. |  |  |
| Funding is adequate to purchase resources on an ongoing basis. |  |  |
| **Notes:** | | |

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| **Learning Environment** | | |
|  | **🗸 or ×** | **Evidence** |
| The class environment is welcoming and reflects a genuine learning culture, e.g. student work displayed, displays that can be used as teaching tools. |  |  |
| Student background is valued and their knowledge and experiences are used in teaching. |  |  |
| Strategies are used to make the most of teaching and learning time. |  |  |
| Board work and work sheets are clear and easy to follow. |  |  |
| Topics and resources link to student’s prior knowledge, abilities and interests. |  |  |
| **Notes:** | | |

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| **Quality of Teaching and Learning** | | |
|  | **🗸 or ×** | **Evidence** |
| Student needs are identified from diagnostic assessment and inform planning. |  |  |
| Students are aware of the learning outcomes for each unit. |  |  |
| Strategies are used to encourage learners to become active learners. |  |  |
| The learning process is scaffolded at each stage using a variety of methods. |  |  |
| Pair and cooperative groupwork results in collaboration of students. |  |  |
| Students are encouraged to think critically and higher level tasks are set. |  |  |
| **Notes:** | | |

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| **Role of Department in the School** | | |
|  | **🗸 or ×** | **Evidence** |
| The department has a high profile in the school. |  |  |
| The Science Department is involved in professional development at the whole school and curriculum level. |  |  |
| The Science Department is involved with other curriculum areas where appropriate. |  |  |
| Science staff are involved with whole school initiatives and are represented on school committees. |  |  |
| The Science Department plays a part in making parents feel welcome at the school. |  |  |
| **Notes:** | | |

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| **Recommendations for 2009 – 2010;** |